Secrets. II.—27.—100,000—21-5-48.

Education (1948) Department.

SERIES.

G.O. No. 2563 Edn

Dated 13-X-48

[Despatch Abstract.]

Education: Reorganisation schemes -

The Pamphlet may be published on the model of the Guide Book on Citizenship Training here below. It may be published by the Department of Public Instruction itself as the other books and printed. The name of the person who prepared need not be mentioned. The title of the Book may be, as suggested by the Assistant Secretary, Education-Reorganisation Schemes". As in the Guide Book, the matter may be divided into separate headings and the contents shown as follows:

1. Basic Education.

2. Raising the status of the teachers.

3. Advisory Boards.

4. Secondary Education.

5. Collegiate Education.

6. Technical Education.

7. Adult Education.

8. Appendix

only those G.Os. which deal with the actual principles of Reorganisation need be published viz.,

1) G.O.No.1394 Education, dated 29-5-48 as amended in G.O. No. 1643, dated 26-6-1948.

2) G.O.No.1395, dated 29-5-1948.

3) G.O.No.846, dated 9-4-48.

The statistics in the end may be only for five years i.e. from 1943-44 to 1947-48, as found on page 21 of the note. Along with it, the statistics for Technical Education, i.e. Engineering Colleges, may also be given. The statistics for Special Schools found on pages 23-24 need not be given.

A picture of Gandhiji may be put in. If a better picture of Gandhiji is not available, the one in the Guide Book to Citizenship Training may itself put in. A relevant saying on 'Education' by Gandhiji may be put in the place where the saying of Pandit Jawaharlal Nehru is put in the Guide Book. Director of Public Instruction may be entrusted with the work. The type and print and paper may be the same as in the Guide Book. A final proof may be shown to me but that may not be necessary if I am not in town and if the Director of Public Instruction is satisfied that things are right.

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A and B have been attended to. A draft U.O. note to the Director of Public Instruction is submitted.

Sd/-xxxxx,

It is understood that copies of the Pamphlet are ready. H.M. may kindly say to whom this should be distributed.

Sd/-xxxxx,

copies may be sent to all Members of the Legislature including M.Ps. About 100 copies may be sent to my P.A. for being distributed to other, Ministers of other Provinces.

Contd.

They may also be sent to all members of the Provincial Bee Advisory Board of Education, and the S.S.L.C.Board and the rest of the copies may be sent to the Director of Pub Instructions.

Sd/- Hon'ble Minister (Education)
5-10-1948.

A draft memo is submitted with reference to the minute of Hon. Minister (Education) on the previous page.

Sd/-xxxx x,
6-10-48.

/Issued as Memo No.74229 A/48-1, Education, dated 6-1-49/

The papers may now be

Order No. 2563 Education, dated 13-10-1948.
Ms.

R e c o r d e d . .

Sd/-xxxx ,
7-10-1948.

Subject:

Education, - Reorganisation Schemes - Papers Recorded.

/True copy/

Office Assistant,
Madras Record Office.

This Note has been prepared to give an idea of the reorganisation schemes in education of the Government of Madras. The important Government Orders relating to the reorganisation are also appended herewith. I must express my thanks to the members of the numerous Sub Committees who have laboured hard to evolve this scheme. I must also thank Sri Ariyanayagam, Secretary of the Hindusthani Talimi Sangh who has taken considerable interest in establishing the training schools in Basic Education in this Province. I must also thank many others who by their suggestions have contributed towards the preparation of the syllabuses and other details.

The one view that has been kept throughout these various items of reorganisation is to bring up our children with strength, nobility and character. While we want to build a good body and a great intellect the necessity to uphold social, moral and spiritual ideals, has also been kept in view. The Government will be always glad to consider any constructive suggestions that may be made for the improvement of the schemes.

Our is the great task of laying the foundations for a glorious future for this great country. It is in our homes, schools and colleges that these foundations should be laid. It is necessary that the reorganisation of education in this country should be taken up from this point of view and the Congress Government, immediately after they assumed power, addressed themselves to this very important questions.

Basic Education.

Our education in the past has been considered to be merely booksih and negative. It has been said that it has stifled initiative, confidence and courageous action and has not suited the genius of our country. This matter has exercised the minds of the best of our leaders and it was given to Mahatma Gandhi, the great Father of our nation and the Architect of our Freedom, to give a lead in this direction also as he had done in many other directions. He found that education to be real, must be based on activity and experience. But he also found that we cannot afford to spend large sums of money on these activities as has been done in many foreign countries. He wanted to devise a system of education which, while providing various activities for the growth of the child, will be within the means of this country. The principles of education through activities was by no means new. Learning through activity and experience is an accepted educational principle throughout the world and Mahatmaji only voiced the opinion of the leading educational reformers of the world when he pleaded for such an education. Activity through a continuous craft, which, while giving the child scope for activities, will also train the child in a useful craft, is his important contribution to educational idealogy.

In 1937, Mahatmaji summoned a conference of educationists to consider his ideas in education. The conference generally endorsed his suggestion and a committee with Dr. Zakir Hussain as Chairman and Mr. Ariyanayagam as Secretary, was appointed to draw out detailed syllabuses on that basis. The first conference took place at Wardha and the first experiment under the scheme was also conducted in Sewagram near Wardha where Mahatmaji stayed. It was for this reason that this type of education came to be called the Wardha Method of Education. The Zakir Hussain Committee submitted its report on Basic Education. This was gone into by the Central Advisory Board of Education which appointed a Sub Committee to go through the scheme in details. On the recommendation of that sub Committees, the Central Advisory Board of Education, in its report on Post-war Educational Reconstruction, Popularly known as the Sargent Report, accepted the main principles of Basic Education.

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and advocated its acceptance throughout India thus putting its seal of approval on the main principles that emanated from Mahatma Gandhi. The Government of Madras have accepted Basic Education as their policy in elementary Education. They have accepted it because they believe that the principles of Basic education, if properly put into effect, will succeed in drawing out the best qualities in our children and developing their personality to the fullest extent.

A beginning to introduce basic Education was made in this province in 1938, but, before anything could be done, the Congress Ministry resigned. It was nearly seven years after, that it had to be begun afresh when the Congress Government came into existence in 1946. The Zakir Hussain Committee advocated a period of seven years compulsion and the Sargent Committee Report a period of eight years. This Government while agreeing to the benefit that will accrue by a larger period of compulsion, accepted as a practical measure, compulsion for five years. They have also accepted the syllabus as drawn out by the Hindusthani Talimi Sangh for Basic Schools for these five years and have started training teachers on that basis.

In 1946, two training schools for teachers were started one at Vinayasram in Guntur District for the Andhradesa and the other at Periyanaickenpalayam in Coimbtore Lt. for Tamil Nad, where there was an atmosphere suitable for the purpose. In that year, trained teachers were re-trained for Basic Education. During 1947-48, 27 Basic Schools were started with the help of these re-trained teachers. In the same year, seven Basic Training Schools were started in the Province. In addition to sending eight candidates for re-training in Swagram, arrangements were also made to train the staff of our training schools in this province itself. Out of the staff so re-trained, ten more Basic Training Schools were started in the current year.

The Government have put for themselves a time-limit of about five years within which all training schools in the province will be converted into basic training schools. In order to do so, they have started the re-training of L.Fs. and the other staff of the training schools at Periyanaickenpalayam and at Pentapadu. Staffs of training schools in the West Coast are being sent to Wardh this year for re-training and it is hoped that within a few years, facilities will be provided for aided training school staffs also to be re-trained on basic lines at these centres. It is expected that within the time limit fixed by the Government, all the training schools in the Province will be converted into basic training schools.

With the acceptance of basic education as the policy of Government with regard to elementary education, it is also necessary that all elementary school teachers should be re-trained in the ideology of basic education. We have nearly 32,000 elementary schools with 1,25,000 teachers. The re-training of such a large number of teachers is a tremendous task but it has to be done. Though, in the beginning a course of about six months is necessary for re-training it is possible that with the expansion of basic education and by conversion of all training schools into basic education, teachers will be more and more acquainted with the principle of basic education and the period of training may be become shorter. Plans for giving such training as may be necessary are under active consideration of Government.

With regard to the expansion of elementary education (I want to make it clear that elementary education in this context means elementary education of the basic type), it is the earnest wish of the Government that the system of compulsory elementary education should be effectively put into practice within the next ten years. A cabinet Sub Committee has been appointed to go into the matter in detail and evolve a definite scheme for the purpose.

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Improving the status of teachers and the Inspectorate.

Any scheme of reorganisation of education for its efficient working must depend upon the persons that work the scheme i.e., the teachers and other who will be responsible for the success of the scheme. And so, the Government have taken up also the question of raising the status of teachers and the Inspectorate. The salaries of teachers of all categories have been raised. The grants for aided elementary schools have been considerably enhanced and in order to assure the aided school teachers a fixed income, separate grants have been paid to managements for the purpose. Besides, arrangements are being made to disburse their salaries on a monthly basis.

In order to provide various scopes for elementary school teachers, opportunities have been given for them to qualify themselves to become teachers of secondary grade and later on of high schools by appearing for exarinations privately. The responsibility for the payment of dearness allowance to elementary school teachers will be taken up by Government and even the recent increase to Government employees in the dearness allowance has been made applicable to the teachers in elementary schools. To provide greater scope for those teachers in Government service, it has been decided that 40 of posts of Junior Deputy Inspectors in Government service will be filled up by recruitment from secondary grade trained teachers under aided and local board managements.

With regard to teachers in secondary school, the Government have compelled the aided managements to pay the cut local board rates and to help them to do so, the Government have come forward with a two-thirds cut grant instead of the original half. Teachers in aided schools have been agitating for a long time for the revision of the form of their agreements with the managements so that they may be given stability of tenure and right of appeal against orders of aided managements. The Government have considered the matter in consultation with the Provincial Advisory Board of Education and have revised the forms of agreement which provide for both thus giving them permanence and stability. Teachers in high schools have also been given scope for recruitment as District Educational Officers in Government service. These scales of dearness allowance applicable to teachers in Government schools have also been made available to secondary school teacher in all managements and the Government are paying their share of dearness allowance to the aided secondary school teachers. The Government are also contemplating the selection of Lecturers from aided institutions for Principals of Government Colleges. Thus, it will be seen that it is the policy of Government to raise the status of teachers as far as possible within the present circumstances.

In the interest of securing better people for the Inspectorate, the Government have taken other steps also. Till now the age of recruitment for Government service in the Education Department was 30 years and only L.T. or B.T. trained persons were recruited. In order to attract a better type of men and women to the Education Department, the Government have issued orders providing for the recruitment of well qualified graduates without L.T. training under 25 years of age and sending them for training on stipends of Rs.50 p.m. each. To provide for greater prospects for school Assistants and Deputy Inspectors of Schools in Government Service, the proportion of promotion to the first grade has been increased to 33 1/3% instead of the original 25% other steps have also been taken to make the Inspectorate more efficient and better equipped.

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Advisory Boards.

As soon as the Congress came into power in 1946, they took up the task of reorganising elementary education and accepted basic education as their policy. They turned their minds towards the reorganisation of secondary education also. The Government were anxious to know and get into touch with the public opinion these matters. With this object in view, they issued and detailed questionnaire to over a thousand persons and associations interested in education. Over 700 answers were received from individuals associations and teachers' organisations. These were all gone through, correlated and tabulated. The Government established two Advisory Boards, one for Basic Education separately and the other the Provincial Advisory Board of Education, to advise Government on all other aspects of education. Later on, the Technical Education Board was also constituted on the advice of the expert committee appointed for the organisation of the new Engineering Colleges. Sub Committees of the Provincial Advisory Board for Secondary, Collegiate and Adult Education have also been formed. Thus, it will be seen that the Government are anxious to establish bodies consisting of experts experienced in education to advise them on educational matters. All the important reforms initiated by Government and the reorganisation of the educational system as well as such matters as the library Legislation, have been poaced before these bodies and their opinion elicited.

On receiving the various suggestions through replies to the questionnaire, the Government took up the reorganisation of secondary education in right earnest. The matter was referred to the Secondary Education Board. That Board appointed a sub committee to go into the matter fully. That sub committee consisted of distinguished educationists, principles of prominent colleges, representatives of universities and other. After considering the matter for many months, they submitted a report, which was considered by the Secondary Education Board. After having been approved by the Secondary Education Board, the report was again considered by the Provincial Advisory Board of Education. After approval by the Provincial Advisory Board of Education, the general principles of re-organisation were generally approved by Government and as many as 27 committees were established to go into the details of the scheme and to work out the detailed syllabuses. The members of these committees were drawn from the most experienced people in the teaching profession throughout the province. These distinguished men and women who have laboured for education, many of them for more than a quarter of a century and who were leaders in various spheres in the educational world gave the best of their experience in drawing up these syllabuses. After the revised syllabuses were drawn up, they were published in the Gazette for eliciting public opinion and in the light of public opinion received, the Government approved the reorganised scheme of education and the draft syllabuses drawn for them. The thanks of the Government are due to these devoted savants in the field of education who worked so hard and well to bring out this new scheme of secondary education.

Reorganisation of Secondary Education.

The main defects that have been pointed out in the old system of education are that it trained people to be merely clerks; that it did not develop leadership and self-confidence in our boys and girls; that it did not provide them with any professional training and above all, that it did not contribute to the formation of good character and high ideals and did not impart civic sense or the sence of citizenship to our children.

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It has been said that it was devised by an alien Government to find employees to help them to run the Government at the behest and has not resulted in producing a large number of men and women of initiative imbued with great ideals and devotion to the country.

The present reorganisation of education seeks to remove these defects. But it is not enough to view the reorganisation merely from this negative point of view. It must also have positive ideals and objectives for which it must work. There must be a revolution in our view of education, particularly about the objectives of education. In olden times, it was said that the object of education was to give knowledge and to sharpen the intellect. But today, we have found by experience that mere giving of knowledge is not sufficient and mere developing the intellect at the expense of character and social sense may lead to undesirable consequences. And so, education to be true and of lasting value, should, in addition to giving knowledge and sharpening the intellect, also develop character and social sense. Our boys and girls must be taught to feel that higher life consists not in their own personal satisfaction or aggrandisement, but in serving the community and the State. Education in free India should possess the characteristics of education of a free people in which men and women are trained to think freely, live and act with discipline and have ideals of service and devotion to their country. The present reorganisation of education has been drawn with these great ideals in view.

Coming to the means of education, the old type of education was centred round books. People thought that if one crammed certain books and reproduced it in examination he was a learned man. This degenerated to such an extent that real knowledge was lost sight of and only undigested passages remained in the minds of students. Reformers in the educational field throughout the world, have pointed out that real knowledge can be achieved only through activity and experience. While the value and importance of books in the interpretation of the experience must not be belittled, it is necessary to remember that real knowledge can be built only by experience. The present reorganisation of education takes note of these facts and seeks to give knowledge to the individual children by providing it with varieties of experience on which [illegible] its education.

The main aspects of reorganisation are:

(1) The introduction of crafts as basic activities in schools in the middle school stages as a continuation of the principle of Basic education now put into effect in schools. In addition to exploiting the possibilities of craft for the purpose of education, this will also give a vocational bias to such of those children as may intend going for trade schools or professions at the end of the middle school stage.

(2) The introduction of citizenship training, is a new aspect in the reorganisation of education. This, while it consists of the main elements of scouting, uses these activities for educational purposes. To put forward the good of the Society and group before one's own is an ideal which every child must cherish if we are to evolve a good and stable society. Confidence and strength of character must be the basis on which the life of every boy and girl must be built and these are intended to be inculcated through the citizenship training course

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(3) The new meaning given to social studies. Previously, the various subjects such as Civics, History and Geography were studied as separate subjects without proper correlation with one another. While Civics was studied for examination, the civic sence was absent. Various activities such as excursions to places of interest, sharing the responsibilties of the school with the child and inculcating the practice of democratic principles in the schools through various methods have been made part of the syllabus under this head. This, apart from providing many interesting activities to the child, will succeed in giving real rather than merely theoretical knowledge in these matters.

(4) Another very important aspect of the present reorganisation scheme is the difference provided in the curricula for boys and girls' schools. The same curricula for both these types of schools has not resulted in giving proper training to our girls. With that object in view, home craft has been made the basic craft for all girls' schools, so that it will train them for life. While it is not the intention to prevent any girl from taking the subjects that she chooses to study when she goes for higher studies this aspect of reorganisation seeks to train the large majority of girls for the avocation which they may choose in life, later on.

(5) That our schools lead our children to blind alleys and do not teach them any useful craft or train them for professions of any kind has been one of the complaints against the present day education. For the last 15 years, many Committees of education have considered this matter and have suggested what are called bifurcated courses in the high school classes, so that a large majority of students, who have a taste for such avocation, may take to these courses. What has been talked of for the last many years is sought to be given effect to under the present reorganisation scheme. Engineering, Secretarial, Agriculture, Teaching practice, Domestic Science,. Drawing and Painting, Music and Dancing are provided in the bifurcated courses. The number of these bifurcated courses may increase according to the needs of the Society. At present, a few schools limited in number have been chosen for these courses so that they can work efficiently to be examples to those that follow later.

(6) In the matter of languages, the regional language gets its rightful place as the first language. Then comes the second language group. Hindi, Sanskrit, Arabic and the other Indian Languages form the second language group. A boy can choose any one of the languages in that group as his second language. English comes as the third language to be begun in the II form. This is so far as the Middle School is concerned. In the High School, the regional language is given eight periods, four of which are optional and four compulsory. Such of those people as want to study the regional language in the optional periods also, are free to do so, and such of these as want to exercise their option in favour of Hindi, Sanskrit or any other Indian language are free to exercise their option and study any one of those languages. English continues right up to VI form.

The Government should clear a misunderstanding that exists in the minds of some people that Hindi has been made compulsory. It is not so. Hindi is not compulsory in any part of our curricula. It is absolutely optional in both the Middle School and High School stages and it is open for anybody to take Sanskrit, Arabic or any other Indian language in the Middle School stages or the regional language itself in the High School stages.

The Government would like to point out the High place that has been given to the regional language. Previously, one can avoid the regional language even in the II form stage and take Sanskrit or any other languge . Until recently, it was not also the medium of instruction in schools but now not only has provision been made for the study of the regional language by all pupils but it has also been made the medium of instruction in the schools. The Government have been taking various steps to develop the regional languages in many ways and there is absolutely no ground for fear that the regional language will in any way suffer by taking one of the languages in the second language group.

(7) Training for Citizenship Course.

With regard to citizenship training, the Government have made arrangements for training nearly 1,000 teachers this year. It may be seen that in the Adult Education Scheme published by the Government, citizenship training figures prominently. Sanction has been accorded for organising a series of camps for this purpose. The first two camps have already trained nearly 180 persons both men and women. It is also intended to organise 8 training courses each to train about 100 teachers inthe various mofussil centres such as Tiruchirapalli, Coimbatore, Salem, Cuddapah, Bellary, Vijayawada and Calicut. A special Officer has been appointed for this purpose.

(8) Reform of Examinations:

Along with the Committee which made recommendations on the details of the Re-organization of Secondary Education, a Sub Committee was appointed to review the present system of examinations and to recommend a more reliable system of testing the capacities of the candidates, taking into account their practical capabilities and assessment of personality. The Committee recommended 2 schemes, one for ultimate adoption and the other for immediate introduction, if found acceptable. The Chief recommendations consist of two parts; firstly the making of a provision for taking into account the work of the student throughout the school course; and secondly provision for rating practical abilities, social behaviour and general factors of personality. The matter is under consideration.

(9) Visual instruction:

Recognising the large and important part played by visual appeal in the education of children, Government took steps during 1947-48 for the introduction of Visual Education in schools. For this purpose they appointed a Visual Education Board consisting of prgressive educationists with one of the officials of the Education Department as the Secretary and approved a scheme for the regular exhibition of educational films in schools and the levy of special fees to meet the expenses of exhibiting pictures. The Board reviewed applications from exhibitors and notified for the information of schools the names and addresses of registered exhibitors. Members of the Board have previewed the educational films which were available from the exhibitors and graded them. A graded list of such films has been published in the Fort St. George Gazette.

COLLEGIATE EDUCATION.

Coming to the matter of Collegiate Education, the Government had intended to take up the matter of reorganisation of Collegiate Education also and for that purpose, appointed an Expert Committee consisting of distinguished educationists of all India reputation. In the meantime, a resolution was passed in the Central Advisory Board of Education requesting the Government of India to appoint such a body. This Government understand

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understand that, in pursuance of that resolution, the Government India are contemplating the appointment of a commission to go i the matter of reorganisation of collegiate education. It is als expected that the Committee will go to work immediately and give their report within a year of their appointment. On the receipt of their report, such measures as may be necessary for the re-organisation of collegiate education will be taken up by this Govern ent.

Research is an important aspect of education. While colleges have grown in number, along with them the number of students admitted into colleges and graduates going out of the colleges has also increased tremendously. But, there must be atleast a few institutions in which work of a much higher calibre is done and research is organised. It is the intention of Government to make the Presidency College such an institution. With that end in view, on the advice of the Univer.ity, the Intermediate classes in the Presidency College has been shifted to the Government Muslim College. The Government have also ordered the institution of a new chain of rofessors of a higher grade in the Presidency College. A Committee consisting of repre representatives of institutions where high grade research is done and others is being appointed by Government to advise them as to the stpes to be taken to covert the Presidency College into a high grade institution doing research.

The Government have also given grants to Universities to develop courses in new subjects such as Atmospherics, Meteorology and other subjects in the Andhra University.

It is the intention of Government to have at least one college in every district so that people in the mofussil may have opportunities of sending their children to cell ges. With this end in view, a Government College has opened in Cuddapah this year. All the other districts except the Nilgiris have now one or more colleges whether Government, Local Board or aided.

With a view to bringing the work of the Universities up-to-date, the Government have also taken up the amendments to the University Act. A committee was appointed by the Madras University for that purpose. On the report of the Committee the Syndicate and the Senate of that University considered the matter and their recommendations have been received by Government The Government have, in their turn, appointed a committee to go into these amendments and the matter of introducing a Bill to amend the Madras University Act is under active consideration. Representations have also been received about the need for amending the Andhra and the Annamalai University Acts and these also will be taken into consideration in due course.

SOCIAL EDUCATION.

Policy of Government to encourage technical

much as possible. Technical education may be

kind's:

1. That part of technical education which may be called -technological which is given in our reorganised technical schools. These will provide subjects like Civil Engineering which have been provided for as Pre-vocational course in High Schools.

2. The second type of institutions are the Polytechnics. They are managed by the Industries Department and are catering of a higher standard than is contemplated in our technical High Schools but lower than what are recognised by the Universities.

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3. The third category provides for technical education at the University level in our Engineering Colleges. Before 1945 there was only one Engineering College in the Province. In 1945, the Arthur Hope College at Coimbatore was opened. In 1946, the Vizagapatam College was established in Cocanada and XXXXX Anantapur Engineering College was opened at Madras. Early in this year, the Anantapur Engineering College has been shifted to its own place in Anantapur.

Originally there was provision only for the Basic Engineering course of Civil, Mechanical and Electrical. In 1945-46, High Engineering and Electrical Communications were also introduced. It is proposed to provide for Textile Technology and Automotive Engineering in the Coimbatore College. The Government have also under consideration proposals to provide also Aeronautic, Naval and Public Health Engineering as courses of instruction in the Engineering Colleges.

With the increase in the number of colleges, the number of students in the Engineering Colleges has also been increased considerably. Before 1945, it was 406 in the two colleges then existing. In 1948-49, i.e., in the current year, the number of students in the Government Engineering Colleges above was 1,402; the other Colleges viz. A.C.College of Technology, Guindy Andhra University Colleges of Technology, Waltair and Engineering College attached to the Annamalai University, have not yet sent their latest figures, but they had even at the end of 1946-47 a total strength of 498. The figre for 1948-49 is thus not less than 1,900.

Thus, it will be seen that after this Government came to power both the number of colleges and the subjects provided in the have increased.

A suggestions has been made that the degree courses in Engineering Colleges may be reduced from 4 years to 3 years. This matter was referred to the Technical Education Board. The Technical Education Board agreed that it is possible to reduce the period from 4- to 3 years without impairing efficiency and appointed a Sub-Committee to go into the matter in detail. The Sub-Committee reported on similar lines and the matter has now been referred to the various Universities. If this reduction in the period of the course is accepted, it is possible that we shall be able to admit nearly one third more than we are admitting this year.

The matter of making our Engineering Colleges more efficient and uptodate is also under consideration of the Government. A sub-Committee of the Technical Education Board has been appointed to go into the matter and suggest ways and means for improving the efficiency of the colleges in various respects. On receipt of the report, the Government may take suitable steps in that direction.

ADULT EDUCATION.

Now, coming to adult education, it is absolutely necessary that we should give attention to this aspect of education also with adult suffrage as the basis of our Constitution, it is necessary to take up seriously the education of our masses. Till, now there has been no considered scheme of adult education in the province. Originally, there were a few night schools in existence here and there but many of them were closed after some time.

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During the war, the Government actually discouraged these night schools.

Adult Education may be conceived in three parts:-

(1) Adult Literacy Schools;

(2) Institutions for Adult Education, and

(3) The Organisation of a Library System.

throughout the province so that those who had already been educated may, through books, educate themselves further. The Government have taken up seriously all these three branches of adult education. The scheme of adult education adumbrated by Government provides for the opening of adult literacy school throughout the province. This is only the beginning. Numerous adult literacy schools are expected to be opened throughout the country through Government aid. Adult Literacy work required a different training from that given to teachers for teaching children in schools. And so, provision has been made for the training of teachers for teaching in Adult School. Such training schools have been opened under the Adult Literacy chalked out by Government.

Adult Education programme consists of two parts,
and the other for adults. The direction of
proper channels is a very important aspect of work
also the Government must attend to. The citizen-
ship training envisaged in the Adult Education programme seeks to give training not only to teachers on the new citizenship courses introduced in schools but also gives scope for young men and women through these courses, to learn to channelise the enthusiasm of young folk in social service and other beneficial activities. Provision has also been made for training workers in social service on Gandhian ideology. The syllabuses of these courses provide for a rural approach to the problems and give a basic grounding for such of those people as would like to take up service in the villages as a labour of love.

Provision has been made also for the starting of rural colleges throughout the province. Syllabuses have been framed for these colleges in all the four regional languages. Two types of rural colleges in all the four regional languages. Two types of rural colleges have been evolved so that they may suit the needs of both men and women engaged in various activities. An examination will be held at the end of the two years course when certificates of proficiency will be given. They have been put under grant-in-aid system so that as many institutions as may be needed may be started throughout the province. It is expected that as time goes on, these rural colleges will supply the educational needs of various communities and professions throughout the province.

I may refer here to the Library legislation now pending before the Legislature. The Library legislation provides for the establishment of well-organized libraries throughout the province Till now, the growth of the libraries has been haphazard. They have not been given proper direction. It is the intention of Government to develop a well-knit library organisation throughout the province as one of the main instruments of adult education It is also the purpose of Government to develop a system of aided libraries so that scope for opening such libraries could be given wherever local people are forthcoming to start them. Local library authorities will be constituted under the Bill with powers enabling them to establish such libraries in their area and a central library will also be established at Madras under a Director of Public Libraries. This will also contemplate the bringing into existence of travelling libraries

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libraries as well as using the libraries as far as may be possible for adult education purposes.

Provision has also been made for Visual Instruction under the Adult Education Scheme.

There are other schemes which are under the consideration of Government which have not been mentioned in the account given above. The most important of them are military training to be given to boys in schools and colleges; medical inspection in schools; provision for a film library so that the modern methods of instruction through films may be systematically developed in our schools etc. These schemes are under the active consideration of Government and the Government expect to give their considered opinion in the matter in the near future. God willing, Government hope that by these measures they will be able to reorganize education on a sound basis so that we may pave the way for a great and glorious future for this great country.

No. ANL STRENGTH OF EDUCATIONAL INSTITUTION AND THE EXPENDITURE INCURRED ON THEM --1947-48.

		Number of Institutions.	Strength.	Expenditure in Lakhs.
Colleges	Men.	93	37,729	117.37
	Women.	14	2,251	
Secondary Schools.	Boys	784	4,16,379	251.04
	Girls	187	52,370	
Elementary Schools.	Boys	32,216	31,92,513	573.64
	Girls	4,177	5,02,704	

S Jayaraghavan
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Hon Assistant, Mr.
28/1/54

BSP
28.1.54